

## WEEK 9-EMPLOYEE MOTIVATION:

Nothing happens in our world without motivation.

**MOTIVATION:** Motivation is not about whether you can do something but about whether you want to do something (are you keen to do it? Do you have a desire/interest in doing it?). All human performance inside and outside the workplace depends on both ability ('can do') and motivation ('will do').

**Content theories on motivation: the role of human needs and how we are more motivated to our needs**

**Process theories of motivation: the way we go about a particular task deciding whether or not to approach it and feel about the things we do: expectancy and equity.**

-Human beings are motivated to satisfy their needs, as visualized in Abraham Maslow's "hierarchy of needs" and his fundamental principle was that humans are motivated toward their unfulfilled needs. In other words we have certain needs and we seek to meet or to satisfy these needs.

The most fundamental of needs are at the bottom of the pyramid and these

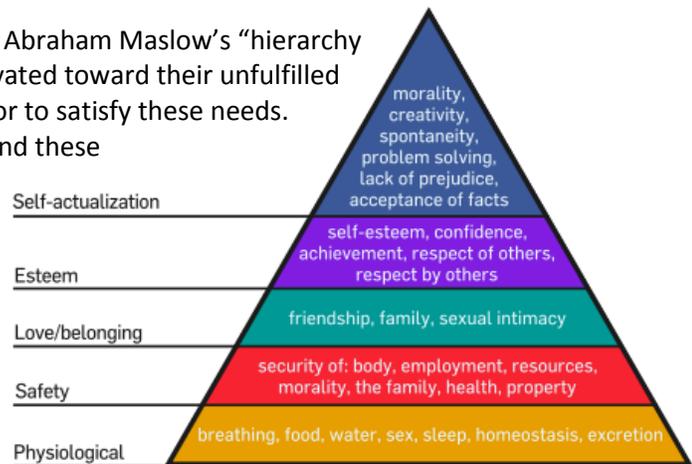
are our basic **physiological needs**, they are obviously needs to breathe air, have clean water, to have food, shelter, to have good sleep, that include the sex drive, (needs we are motivated to meet).

-Secondly, we are motivated to ensure we have personal **safety and security**. We like to be in environments where we don't feel threatened, where we are aware about our daily business in a secure manner.

-The next level is about **a sense of love and relationships**, about feeling that you belong in the human community, about forming human bonds with human beings in close valuable ways.

-The next level is about your personal **self-esteem**, do you feel good about yourself? Do you see yourself as a person of worth, do you value yourself as a person, (a higher level of need).

-The final need is what Maslow called **SELF-ACTUALISATION**/self-fulfillment, in other words there is something about you as a unique human being, which is about your total potential and is about all the things that you are capable of doing/becoming. In other words, we strive alternatively to reach our potential, to grow as a human being who has talents and creativity and we seek to reach and explore all of our potential that is within each one of us.



**LOTS OF MOTIVATIONAL THEORIES HAVE BUILT ON THIS FUNDAMENTAL PRINCIPLE-** that human beings strive to meet their needs.

FOR EXAMPLE: Nitin et al's four drives (**to acquire resources, to defend, to bond and relate to other human beings** {we are social human beings and we need to have some level of socialization}, to comprehend {to learn, to grow and to meet our individual potential}). There are lots of variations on the list Maslow came up with. (there are different advantages and disadvantages to each approach)→ Human beings have needs and we act to satisfy our unfulfilled needs

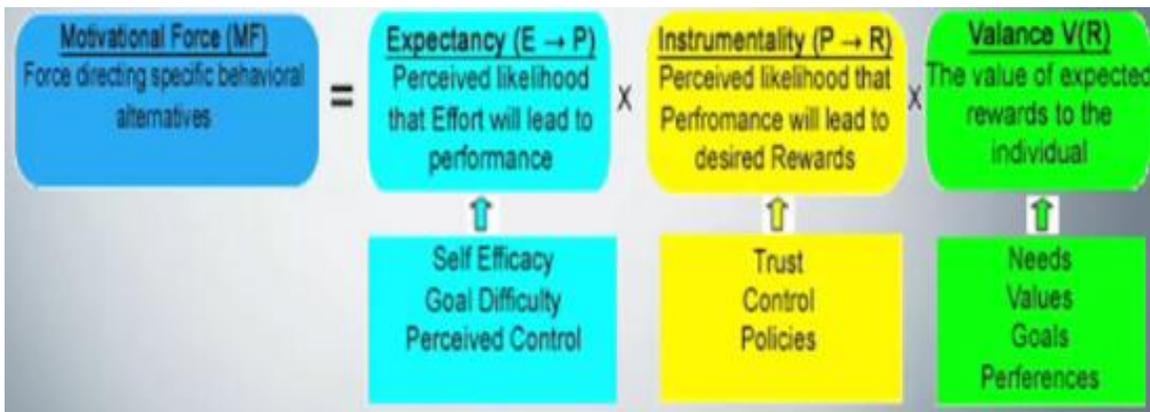
**IN SUMMARY human needs are grouped into two broad categories:**

**SURVIVAL NEEDS:** People are motivated to seek money through being an employee, starting their own business, joining the workforce etc...(which enables survival and meet our basic needs for food, security, shelter etc...) Thus money is always a fundamental human motivation. People come to work because in work an employer promises a certain amount of money in exchange for a service that the employer provides.

**GROWTH NEEDS:** But people also seek to apply skills as time goes by and we gain commitments in life, we wish to find meaning in work, to reach their potential, to make bonds with others, travel as time goes by. However these require high amounts of money, people often revise upwards their needs for survival when they seek more money.

However money is not the only motivator-**IMPLICATION:** if managers want to motivate people over the long-term, they must enable them to grow (we have needs for personal growth, we as human beings are seeking to apply the skills that you acquire through life, work experience etc... We seek to find meaning in what we do so we are attracted to some organisations more than others, because the work offered is more fulfilling and meet our potential and have meaning in our lives to grow as human beings). Being bored is one of the most important reasons as to why people leave their jobs. Money is only a short-term motivator, in the long term to get the most out of people their higher order needs must be catered too (needs to grow and a sense of development).

## PROCESS THEORIES OF MOTIVATION: EXPECTANCY THEORY



-**VALANCE/VALUE**: is the idea that there are certain rewards that appeal to you, there are certain rewards in an organisation that you are attracted to (money/status/promotion → using more of your potential) We are **REWARD-SEEKERS** as human

beings and we are attracted to particular types of rewards depending on your personal needs (personal goals, values and preferences) Rewards are needed to motivate people.

-**INSTRUMENTALITY**: Personal perception of whether or not you have confidence that in this workplace if you do the right thing your performance will lead to a desired reward → belief that management can be trusted and you will be rewarded because you have confidence your organisation is fair.

-**EXPECTANCY**: You must believe in yourself to a certain extent, believe that if you make the effort in the organisation your efforts will lead to a good performance, you are capable of doing the job.

The **LEVEL OF MOTIVATIONAL FORCE** within you depends on whether you believe you can do the job, the reward system is going to notice you and finally the reward is something you truly value. =**POWER OF MOTIVATION**.

## PROCESS THEORIS OF MOTIVATION: EQUITY THEORY: (are rewards fair inside the organisation → executive pay)

Are executives or large companies being overpaid for the work that they do, and do they get the correct rewards for what they do. e.g. In USA Wall Street crash, Bank CEO's still received high amounts of wages when the average tax payer and employees suffered. → **EXECUTIVES ALWAYS COME OUT AS WINNERS**.

-Public concern about level of executive pay, should executives be paid such high amounts in crisis situations (>400x the average bank employee), therefore the average worker is undervalued and overvalued the value of the bank executives.

-Reward systems should reward not only the right people **BUT** the right kind of **BEHAVIOUR**. {Perversity or perverse outcomes}, in other words, if we reward people with money for reaching goals in the short-run, people will perform, but in the long run there will be a reverse impact on the business, shareholders will be undermined.

**MANAGERS NEED TO BE AWARE OF THE IMPORTANCE OF EQUITY IN PAY SYSTEMS AND SHOULD AIM TO MINIMISE PERVERSE INCENTIVES.**

## BEING A MANAGER:

Emphasising the difficulty of managing people: The hardest part of being a manager is being good at motivating other people, **LEADING** and helping other people to perform at their best, because people are different, and hence there are challenges in leading a team.

**PROMOTION TO MANAGEMENT**: Graduates are hired initially for specialist or technical roles based on their studies (entry level positions): subsequently some are promoted to management roles if they are good enough to lead others toward Organisational goals. A shift from a technical to leadership roles to work towards common goals.

-This involves a shift in responsibilities, which suits some people's interest and abilities, and not others.

**EDGAR SCHEIN'S 'CAREER ANCHORS'**: Managers lead others to get results and meeting business goals in important in management accountabilities which is a level of accountability for their actions.

**Managers are people who lead others to get results for the organisation.** Management know-how builds through experience on the job and through management development processes, e.g. management 'cadetships'; cross-functional teamwork; mentoring programmes; acting leadership and project leadership roles; international secondments; short courses; postgraduate management degrees receiving on the job experience and learning from outside your comfort zone. **PAYING ATTENTION TO WHAT STYLES WORK** with different employees

Therefore, managers need certain types of skills:

- TECHNICAL SKILLS:** Managers are promoted up from technical roles, and when they are at a position of significant importance they still need technical skills to understand what it takes to manage,
- CONCEPTUAL SKILLS:** need to be able to think issues through, to intellectualise complex issues BUT manage the people who need to be intellectually skillful and listen to/understand other people's points of view.
- INTERPERSONAL SKILLS:** Lead people in a team and give attention to certain employees to understand their needs and bring out the best in them.
- DECISION MAKING SKILLS:** Need to be people, who are not frightened of decision making, are able to make and be accountable for their decisions.

**MANAGERIAL ROLES:** Behavioural patterns and activities involved in carrying out the functions of management; includes intrapersonal, informational and decisional roles.

-**INTERPERSONAL:** Getting work accomplished through the efforts of other people. Managers must provide leadership to employees, help building relationships, and acting as a liaison between groups and individuals both inside and outside the company. In fact, the number of connections a person has become an increasingly important asset the higher he or she rises in an organisation.

-**INFORMATIONAL:** The higher up a manager is in a company, the more they rely on subordinates to collect, analyse, and summarize information for managers. Today's companies have devised powerful and clever ways to collect and process information for managers. A good example= EXECUTIVE DASHBOARD, which provides quick-read summaries of vital performance variables. Latest generation technology (software) makes it easy to customise screens to show each manager their specific summaries.

-**DECISIONAL:** Managers must have very strong long-term and short term decision making skills. One of the most significant changes occurring in business management in recent years is the effort to push decision making as far down the organisational pyramid as possible, giving whichever employees face a particular situation the authority to make decisions about it. This approach accelerates and improves work flow and customer service as well as freeing up higher level managers to work on more strategic matters.

### **MANAGEMENT ROLES, FUNCTIONS, AND SKILLS:**

**MANAGEMENT:** The process of planning, controlling, organizing, leading and controlling to meet organizational goals.

**PLANNING:** Establishing objectives and goals for an organisation determining the best ways to accomplish them.

**STRATEGIC PLANS:** Plans that establish the actions and resource allocation required accomplishing strategic goals, they're usually defined for periods of 2-5 years and developed by top managers.

**MISSION STATEMENT:** A brief statement of why an organisation exists; in other words, what the organization aims to accomplish for its customers,... and other stakeholders.

**VISION STATEMENT:** A brief and inspirational expression of what a company aspires to be

**VALUES STATEMENT:** A brief articulation of the principles that guide a company's decisions and behaviours.

**WHILE PLANNING**, the managers must:

-Form a SWOT analysis, develop forecasts (both qualitative and quantitative in nature), Analyse competition, establish goals and objectives, develop action plans

**ORGANISING:** The process of arranging resources to carry out the organisation's plans.

**MANAGEMENT PYRAMID:**

-**TOP MANAGERS:** Those at the highest level of the organisations management hierarchy; they are responsible for setting strategic goals, and they have the most power and responsibility in the organisation.

-**MIDDLE MANAGERS:** Develop plans to implement the goals of top managers and coordinate the work of first-line managers.

-**FIRST-LINE MANAGERS:** At the lowest level of the managerial hierarchy, they supervise the operating employees and implement the plans set at the higher management levels.

**LEADERSHIP:-MANAGER TYPES:**

- AUTOCRATIC:** Manager makes the decisions without consulting others.
- DEMOCRATIC:** Managers share decision making authority, seeking input and inviting subordinates to participate in the planning process.
- LAISSEZ-FAIRE:** Manager acts as advisor and supporter, offering input when asked but generally letting subordinates chart and adjust their own course toward meeting agreed-upon goals and objectives.
- PARTICIPATIVE MANAGERS:** A philosophy of allowing employees to take part in planning and decision making.
- EMPLOYEE EMPOWERMENT:** Granting decision making and problem solving authorities to employees so they can act without getting approval from management.
- COACHING:** Helping employees reach their highest potential by meeting with them, discussing problems that hinder their ability to work effectively, and offering suggestions and encouragement to overcome these problems.
- MENTORING:** A process in which experienced manager’s guide less experienced colleagues in nuances of office politics, serving as a role model for appropriate business behaviour, and helping to negotiate the corporate structures.

**ORGANISATIONAL CULTURE:** A set of shared values and norms that support the management system and that guide management and employee behaviour.

**SCIENTIFIC MANAGEMENT:** thoroughly studying and testing different work methods to identify the best, most efficient way to complete a job.

**SOLDIERING:** when workers deliberately slow their pace or restrict their work outputs.

**RATE BUSTER:** a group member whose work pace is significantly faster than the normal pace in his or her group.

**THEORY OF FREDERICK W. TAYLOR: Study → Analyse → Determine the “one best way” to do a job. Then train, teach and develop workers to reach their full potential. So that what is good for workers is ALSO good for managers.**

**First:** Develop a science for each element of a man’s work, which replaces the old rule-of-thumb method.  
**Second:** Scientifically select and then train, teach and develop the workman, whereas in the past he chose his own work and trained himself as best he could.  
**Third:** Heartily cooperate with the men so as to ensure all of the work being done is in accordance with the principles of the science that has been developed.  
**Fourth:** There is an almost equal division of the work and the responsibility between the management and the workmen. The management take over all the work for which they are better fitted than the workmen, while in the past almost all of the work and the greater part of the responsibility were thrown upon the men.

**FRANK AND LILIAN GILBERTH:**

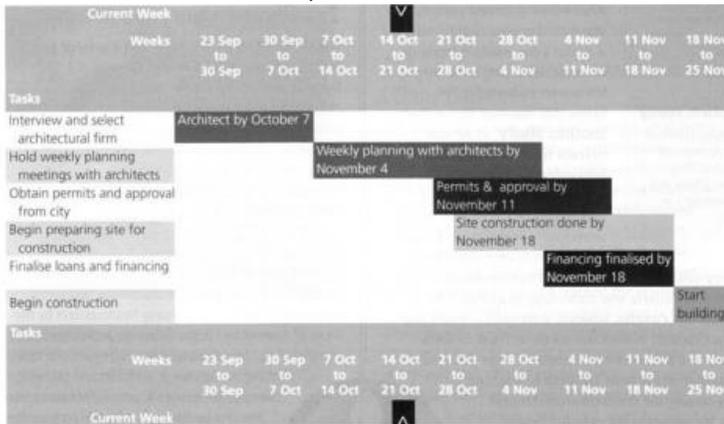
**TIME STUDY:** timing how long it takes good workers to complete each part of their jobs and paying likewise.

**MOTION STUDY:** breaking each task or job into its separate motions and then eliminating those that are unnecessary or repetitive

**HENRY GANTT:**

Gantt chart: a graphical chart that shows which tasks must be completed at which times in order to complete project or task.

Workers achieve their best performance levels when trained first.



Individual or Group	Planning	Organizing	Leading	Controlling	Contributions to Management Thought and Practice
Sumerians				✓	Record keeping.
Egyptians	✓	✓		✓	Recognised the need for planning, organising, and controlling when building the pyramids. Submitted requests in writing. Made decisions after consulting staff for advice.
Hammurabi				✓	Established controls by using witnesses (to vouch for what was said or done) and writing to document transactions.
Nebuchadnezzar		✓	✓		Wage incentives and production control.
Sun Tzu	✓		✓		Strategy, identifying and attacking opponent’s weaknesses.
Xenophon	✓	✓	✓	✓	Recognised management as a separate art.
Cyrus		✓	✓	✓	Human relations and motion study.
Cato		✓			Job descriptions.
Diocletian		✓			Delegation of authority.
Alfarabi			✓		Listed leadership traits.
Ghazali			✓		Listed managerial traits.
Barbarigo		✓			Different organisational forms/structures.
Venetians				✓	Numbering, standardisation, and interchangeability of parts.
Sir Thomas More			✓		Critical of poor management and leadership.
Machiavelli	✓	✓			Cohesiveness, power, and leadership in organisations.

**WEBER:**

**BUREAUCRACY:** the exercise of control on the basis of knowledge, expertise or experience.

<b>Qualification-based hiring:</b>	Employees are hired on the basis of their technical training or educational background.
<b>Merit-based promotion:</b>	Promotion is based on experience or achievement. Managers, not organisational owners, decide who is promoted.
<b>Chain of command:</b>	Each job occurs within a hierarchy, the chain of command, in which each position reports and is accountable to a higher position. A grievance procedure and a right to appeal protect people in lower positions.
<b>Division of labour:</b>	Tasks, responsibilities and authority are clearly divided and defined
<b>Impartial application of rules and procedures:</b>	Rules and procedures apply to all members of the organisation and will be applied in an impartial manner, regardless of one's position or status.
<b>Recorded in writing:</b>	All administrative decisions, acts, rules or procedure will be recorded in writing.
<b>Managers separate from owners:</b>	The owners of an organisation should not manage or supervise the organisation.

1. <b>Division of work:</b>	Increase production by dividing work so that each worker completes smaller tasks or job elements.
2. <b>Authority and responsibility:</b>	A manager's authority, which is the 'right to give orders,' should be commensurate with the manager's responsibility. However, organisations should enact controls to prevent managers from abusing their authority.
3. <b>Discipline:</b>	Clearly defined rules and procedures are needed at all organisational levels to ensure order and proper behaviour.
4. <b>Unity of command:</b>	To avoid confusion and conflict, each employee should report to and receive orders from just one boss.
5. <b>Unity of direction:</b>	One person and one plan should be used in deciding the activities to be used to accomplish each organisational objective.
6. <b>Subordination of individual interests to the general interest:</b>	Employees must put the organisation's interests and goals before their own.
7. <b>Remuneration:</b>	Compensation should be fair and satisfactory to both the employees and the organisation; that is, don't overpay or underpay employees.
8. <b>Centralisation:</b>	Avoid too much centralisation or decentralisation. Strike a balance depending on the circumstances and employees involved.
9. <b>Scalar chain:</b>	From the top to the bottom of an organisation, each position is part of a vertical chain of authority in which each worker reports to just one boss. For the sake of simplicity, communication outside normal work groups or departments should follow the vertical chain of authority.
10. <b>Order:</b>	To avoid conflicts and confusion, order can be obtained by having a place for everyone and having everyone in their place; in other words, there should be no overlapping responsibilities.
11. <b>Equity:</b>	Kind, fair, and just treatment for all will develop devotion and loyalty. This does not exclude discipline, if warranted, and consideration of the broader general interest of the organisation.
12. <b>Stability of tenure of personnel:</b>	Low turnover, meaning a stable work force with high tenure, benefits an organisation by improving performance, lowering costs and giving employees, especially managers, time to learn their jobs.
13. <b>Initiative:</b>	Because it is a 'great source of strength for business,' managers should encourage the development of initiative, the ability to develop and implement a plan, in others.
14. <b>Esprit de corps:</b>	Develop a strong sense of morale and unity among workers that encourages coordination of efforts.

straightforward: '(1) a scientific investigation in detail of each piece of work, and the determination of the best method and the shortest time in which the work can be done. (2) A teacher capable of teaching the best method and the shortest time. (3) Reward for both teacher and pupil when the latter is successful.'<sup>24</sup>

<b>Constructive conflict</b>	<ul style="list-style-type: none"> <li>'As conflict—difference—is here in this world, as we cannot avoid it, we should, I think, use it to work for us. Instead of condemning it, we should set it to work for us.'</li> </ul>
<b>Power</b>	<ul style="list-style-type: none"> <li>'Power might be defined as simply the ability to make things happen, to be a causal agent, to initiate change.'</li> <li>'It seems to me that whereas power usually means power-over, the power of some person or group over some other person or group, it is possible to develop the conception of power-with, a jointly developed power, a co-active, not a coercive power.'</li> </ul>
<b>The giving of orders</b>	<ul style="list-style-type: none"> <li>'Probably more industrial trouble has been caused by the manner in which orders have been given than in any other way.'</li> <li>'But even if instructions are properly framed, are not given in an overbearing manner, there are many people who react violently against anything that they feel is a command. It is often the command that is resented, not the thing commanded.'</li> <li>'An advantage of not exacting blind obedience, of discussing your instructions with your subordinates, is that if there is any resentment, any come-back, you get it out into the open, and when it is in the open you can deal with it.'</li> </ul>
<b>Authority</b>	<ul style="list-style-type: none"> <li>'Indeed there are many indications in the present reorganisation of industry that we are beginning to rid ourselves of the over and under idea, that we are coming to a different conception of authority, many indications that there is an increasing tendency to let the job itself, rather than the position occupied in a hierarchy, dictate the kind and amount of authority.'</li> <li>'Authority should go with knowledge and experience, that is where obedience is due, no matter whether it is up the line or down.'</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>'Of the greatest importance is the ability to grasp a total situation... Out of a welter of facts, experience, desires, aims, the leader must find the unifying thread. He must see a whole, not a mere kaleidoscope of pieces... The higher up you go, the more ability you have to have of this kind.'</li> <li>'The leader makes the team. This is pre-eminently the leadership quality—the ability to organise all the forces there are in an enterprise and make them serve a common purpose.'</li> <li>'[It is wrong to assume] that you cannot be a good leader unless you are aggressive, masterful, dominating. But I think not only that these characteristics are not the qualities essential to leadership but, on the contrary, that they often militate directly against leadership.'</li> </ul>
<b>Coordination</b>	<ul style="list-style-type: none"> <li>'One, which I consider a very important trend in business management is a system of cross-functioning between the different departments... Each department is expected to get in touch with certain others.'</li> <li>'Many businesses are now organized in such a way that you do not have an ascending and descending ladder of authority. You have a degree of cross-functioning, of inter-relation of departments, which means a horizontal rather than a vertical authority.'</li> <li>'The most important thing to remember about unity is—that there is no such thing. There is only unifying. You cannot get unity and expect it to last a day—or five minutes. Every man in a business should be taking part in a certain process and that process is unifying.'</li> </ul>
<b>Control</b>	<ul style="list-style-type: none"> <li>'Control is coming more and more to mean fact-control rather than man-control.'</li> <li>'Central control is coming more and more to mean the co-relation of many controls rather than a superimposed control.'</li> </ul>

**ORGANISATION:** a system of consciously coordinated activities or forces created by two or more peoples.

**JOB CHARACTERISTICS MODEL:** A model s

**JOB ENRICHMENT:** Making jobs more challenging and interesting by expanding the range of skills required.

**CROSS TRAINING:** Training workers to perform multiple jobs and rotating them through these various jobs to combat boredom or burnout.

**REINFORCEMENT THEORY:** A motivational approach based on the idea that managers can motivate employees by influencing their behaviours with positive and negative reinforcement.

**POSITIVE REINFORCEMENT:** Encouraging desired behaviours by offering pleasant consequences for completing or repeating those behaviours.

**NEGATIVE REINFORCEMENT:** Encouraging the repetition of a particular behavior (desirable or not) by removing unpleasant consequences for the behavior.

**INCENTIVES:** Monetary payments and other rewards of value used for positive reinforcement.

**MARY PARKER FOLLETT:**

**INTEGRATIVE CONFLICT RESOLUTION:** an approach to dealing with conflict in which both parties deal with the conflict by indicating their preferences and then working together to find an alternative that meets the needs of both.

**THREE-NEEDS THEORY:** David McClelland's model of motivation that highlights the needs for power, affiliation and achievement.

**MOTIVATION:** The combination of forces that move individuals to take certain actions and avoid other actions.

**contingency approach**  
holds that there are no universal management theories, and that the most effective management theory or idea depends on the kinds of problems or situations that managers are facing at a particular time and place

**'one best way'**  
Furthermore, more than 100 years of management research has shown that there are clear boundaries or limitations to most management theories and practices. No management ideas or practices are universal. Though they may work much of the time, none works all the time. But, then, how is a manager to decide what theory to use? Well, it depends on the situation. The contingency approach

to management precisely states that there are no universal management theories, and that the most effective management theory or idea depends on the kinds of problems or situations that managers or organisations are facing at a particular time.<sup>40</sup> In short, the 'best way' depends on the situation.

One of the practical implications of the contingency approach to management is that management is much harder than it looks. In fact, because of the clarity and obviousness of some management theories, students and workers often wrongly assume that if management would take just a few simple steps, then a company's problems would be quickly and easily solved. If this were true, few companies would have problems. A second implication of the contingency approach is that managers need to look for key contingencies that differentiate today's situation or problems from yesterday's situation or problems. Moreover, it means that managers need to spend more time analysing problems, situations and employees before taking action to fix them.

### 5.3 Systems management

Today's companies are much larger and more complex. They most likely manufacture, service and finance

what they sell. They also operate in complex, fast-changing, competitive, global environments that can quickly turn competitive advantages into competitive disadvantages.

How, then, can managers make sense of this complexity.

occurs when  $1 + 1 = 3$ .

both within and outside their organisations? One way to deal with organisational and environmental complexity is to take a systems view of organisations.<sup>41</sup> A system is a set of interrelated elements or parts that functions as a whole. So, rather than viewing one part of an organisation as separate from the other parts, a systems approach encourages managers

**system**  
a set of interrelated elements or parts that functions as a whole

**subsystems**  
smaller systems that operate within the context of a larger system

**synergy**  
when two or more subsystems working together can produce more than they can working apart

**closed systems**  
systems that can sustain themselves without interacting with their environments

**open systems**  
systems that can sustain themselves only by interacting with their environments, on which they depend for their survival

to complicate their thinking by looking for connections between the different parts of the organisation. Indeed, one of the more important ideas in the systems approach to management is that organisational systems are composed of parts or subsystems, which are simply smaller systems within larger systems. Subsystems and their connections matter in systems theory because of the possibility for managers to create synergy. Synergy occurs when two or more subsystems working together can produce more than they can

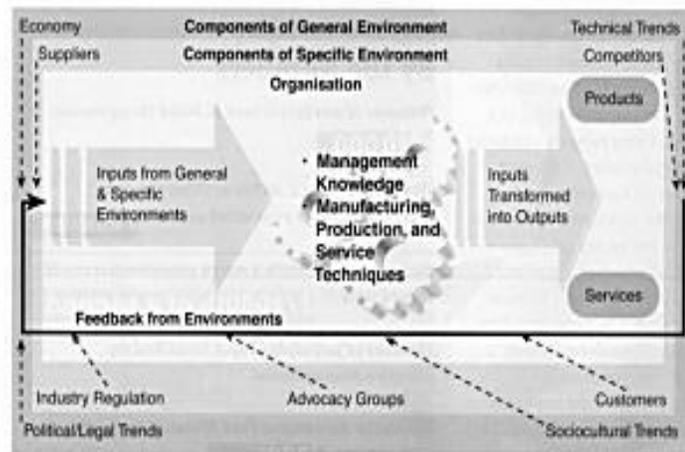
working apart. In other words, synergy occurs when  $1 + 1 = 3$ . Exhibit 2.7 illustrates how the

elements of systems management work together. Whereas closed systems can function without interacting with their environments, nearly all

organisations should be viewed as open systems that interact with their environments and depend on them for survival. Therefore, rather than viewing what goes on within the organisation as separate from what goes on outside it, the systems approach also encourages managers to look for connections between the different parts of the organisation and the different parts of its environment.

A systems view of organisations offers several advantages. First, it forces managers to view their organisations as part of and subject to the competitive, economic, social, technological and legal/regulatory forces in their environments.<sup>42</sup> Second, it also forces managers to be aware of how the environment affects specific parts of the organisation. Third, because of the complexity and difficulty of trying to achieve

synergies between different parts of the organisation, the systems view encourages managers to focus on better communication and cooperation within the organisation. Finally, survival also depends on making sure that the organisation continues to satisfy critical environmental stakeholders, such as shareholders, employees, customers, suppliers, governments and local communities.



Ex 2.7 Systems View of Organizations

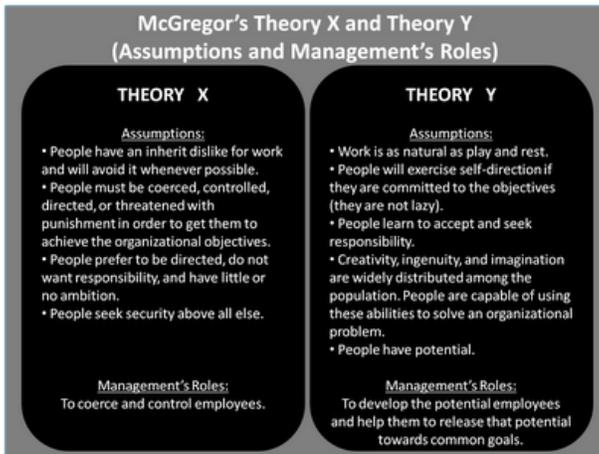
**ENGAGEMENT:** An employee's rational and emotional commitment to his or her work. Employees are fully motivated when they are engaged, satisfied, committed and rooted.

**THE HAWTHORNE EFFECT** A supposed effect of organisational research in which employees change their behavior because they are being studied and given special treatment; the validity of the effect is uncertain, and the Hawthorne studies were richer and more influential than this simple outcome would suggest.

- (commonly referred to as the observer effect) is a form of reactivity whereby subjects improve or modify an aspect of their behavior, which is being experimentally measured, in response to the fact that they know that they are being studied, not in response to any particular experimental manipulation.

**THEORIES:**

**MASLOW'S HIERARCHY:** A model in which human needs are arranged in a hierarchy, with the most basic needs at the bottom and the more advanced needs at the top.



**THEORY X:** A managerial assumption that employees are irresponsible, are unambitious, and dislike work and that managers must use force, control, or threats to motivate them.

**THEORY Y:** A managerial assumption that employees enjoy meaningful work, are naturally committed to certain goals, are capable of creativity, and seek out responsibility under the right conditions.

**HERZBERG'S TWO FACTOR THEORY:** A model that divides motivational forces into satisfiers and dissatisfiers.



**EXPECTANCY THEORY:** The idea that the effort employees put into their work depends on expectations about their own ability to perform, expectations about likely rewards and the attractiveness of those rewards. The quality of the effort put forth depends on: individual effort, individual performance, organisational rewards and individual goals.

**EQUITY THEORY:** The idea that employees base their level of satisfaction on the ratio of their inputs to the job and the outputs or rewards they receive from it.

**GOAL SETTING THEORY:** A theory suggesting that setting goals can be an effective way to motivate employees. Goals must be **SMART**.

**MANAGEMENT BY OBJECTIVES (MBO):** A motivational approach in which managers and employees work together to structure personal goals and objectives for every individual, department, and project to mesh with the organisation's goal. Setting goals (top, middle and lower managers work with each other to do so) → Planning action → Implementing plans → Reviewing performance (circular motion)

**DISADVANTAGES OF GOAL SETTING:** Overly narrow goals, overly challenging goals, too much emphasis of short term goals and less on long term goals, unintentional performance limitations, missed learning opportunities, unhealthy internal competition, and decreased intrinsic motivation.

**JOB CHARACTERISTIC MODEL:** A model that five core job dimensions influence three critical psychological states that determine motivation, performance, and other outcomes. Skill variety, task identity, task significance, autonomy and feedback.

-Experienced meaningfulness of the work → experienced responsibility of results → knowledge of actual results

**PERSONALISING MOTIVATION:** Establish systems and policies that are fair and automatic → Be as flexible while still being fair → Get to know employees as individuals.

**MICROMANAGING:** Overseeing every small detail of employee's work and refusing to give freedom or autonomy.

**Managers can motivate employees more effectively by (1) providing timely and frequent feedback, (2) personalizing motivational efforts as much as possible while still being fair to all employees, (3) adapting motivational tactics to circumstances and special needs, (4) addressing workplace negativity before it has a chance to destroy morale, and (5) being inspirational leaders.**